

2022



# Annual report

Right to Education Initiative



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# About RTE



## Who we are

We are a non-governmental international human rights organisation dedicated entirely to the promotion and defence of the right to education.



## What we do

Our mission is to promote and defend education as a human right worldwide, by:

- protecting and strengthening the international legal, political and institutional framework that guarantees the right to education and guides its implementation at national level
- strengthening civil society actors' capacity to understand and effectively use human rights law and mechanisms to advance the realisation of the right to education at all levels through monitoring, reporting, advocacy and litigation.



## Why we exist

We exist because the right to education is not fully realised, is still violated and is under constant and evolving threat.

There is a demonstrable need within the human rights, education and development sectors for a civil society organisation to be an expert on the right to education and act as its guardian. We exist to promote and defend education as a human right at international level, and to support civil society actors to understand and use human rights law and mechanisms to advance the realisation of the right to education at national level, holding states accountable through monitoring, reporting, advocacy and litigation.

Find out more  
about us

# Our impact

Over the course of the year we saw significant impact and progress across many areas of our work, primarily in terms of building bridges and catalysing action; supporting and capacity building the sector; and raising awareness on the right to education. Our main thematic areas of focus this year were early childhood care and education (ECCE), non-state actors in education, and higher education, though we have commenced work on educational technology, and continue to work on cross-cutting monitoring.



## Building bridges and catalysing action

One of our core strengths is our ability to convene diverse actors in order to catalyse action for meaningful change. Drawing on our wide network and our in-house expertise and technical knowledge, we were able to drive forward progressive agendas on a range of issues throughout the year. The following is a snapshot rather than an extensive list of our achievements;

### ***Successful global advocacy for strengthened legal frameworks around ECCE***

We have been laying the groundwork for increased international attention on the issue of ECCE rights, building bridges between academia, civil society organisations (CSOs), and international organisations since 2020, and contributing to norm-setting documents such as the UNESCO Global Partnership Strategy for early childhood in 2021. Our continued ability to bring diverse actors around a common table shaped the conversation, raised awareness, and bore plentiful fruit in 2022. In October, the outgoing UN Special Rapporteur on the Right to Education published a report on ECCE, thanks in significant measure to our efforts to promote the salience of ECCE as a human rights issue. Our statement in response to this report summarises its significance as a milestone for young children's rights.



In addition, along with partners including the UN Special Rapporteur on the Right to Education, UNESCO representatives, civil society organisations and academics, during the year we strengthened a Global Advocacy Group on ECCE. This group, which we facilitate, meets regularly to discuss and launch collective actions to strengthen ECCE legal frameworks, and advocate, among other things, for one year free pre-primary education for all children. RTE worked to galvanise the Global Advocacy Group around advocacy efforts and possibilities emanating from the [UNESCO World Conference on ECCE \(WCECCE\)](#), held in November 2022 in Tashkent, Uzbekistan. Alongside UNESCO and other CSOs we held the parallel event '[Strengthening the Legal Framework on ECCE](#)', and side event '[Right from the start: the role of civil society actors and partnerships in advancing ECCE](#)', successfully meeting our objective of shaping conversations around the rights and legal dimensions of ECCE, and bringing diverse international actors together to drive forward thinking. In addition, during the year we supported and participated in side events at the Human Rights Council, and the Transforming Education Summit and [Pre-Summit](#).

Finally, in recognition of the importance of working not just at international level but with states, who as duty bearers must enact international law into national law and policy, we successfully developed close working relationships with right to education champion nations in 2022. In early November in a side event to the UN General Assembly, we brought together representatives of the State of Portugal alongside UNESCO, CSOs, academics, and the newly appointed UN Special Rapporteur on the right to education, Farida Shaheed, to discuss [strengthening legal frameworks for universal access to inclusive and quality ECCE](#).



## ***Challenging inequalities in higher education***

Throughout the course of 2022 we worked to develop awareness and strategies for action around inequalities in higher education. We convened meetings and panel discussions on inequalities in education from a cross national perspective, and took part in UNESCO's World Higher Education Conference (WHEC). Our participation in WHEC enabled us to build bridges between different sectors and disciplines through our side events, whilst ensuring a rights framework was central to discussions in the UNESCO panel on new approaches to higher education in which we took part. A key achievement in 2022 was to co-draft a significant UNESCO policy document on the right to higher education knowledge document. This publication aims to help guide policy-makers, civil society and the international education community, to fully enforce the right to higher education and ensure that the human-rights based approach is placed at the heart of the higher education debate.

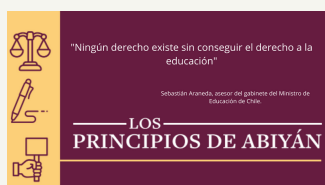
Also in 2022, we continued to work on our award winning collaboration with students from the Sciences Po law school clinic, to develop advocacy capacity and strategies on the topic of inequalities in higher education. This year we continued to build bridges between CSOs, parliamentarians and academics in France, bringing these sectors together for a session on the right to higher education in France exposing the issue and discussing solutions.



# Promoting and defending the right to free quality public education against the commercialisation of education

We continued to support the implementation of the Abidjan Principles in a variety of national contexts, offering training and capacity building on their use, and supporting national partners. A significant part of our remit with regards the Abidjan Principles is promoting knowledge and awareness about the text among different audiences. Consequently, we supported the development and launch of the Abidjan Principles in Spanish and Portuguese, in addition to supporting and overseeing the development of the Arabic version. We also held a joint celebration for the Abidjan Principles third anniversary, bringing together activists, civil society organisations, academics and UNESCO representatives to discuss profit making in education. Committed to integrating the Abidjan Principles into policy discussions at multiple levels, we co-wrote a chapter on Integrating the Abidjan Principles on the Right to Education into the Constitution: Keys for the Chilean Process, which was published in Social Rights and the Constitutional Moment - Learning from Chile and International Experiences. While the draft constitution was rejected in a referendum held in September 2022, this process served to highlight the value of the Principles to new actors, in addition to raising awareness and shaping the debate on the normative dimensions of the right to education.

2  
Additional recognitions  
in 2022



16  
Total number of  
recognitions since 2019



Additionally, for several years, RTE has contributed to collective advocacy efforts to encourage international finance organisations to cease funding for commercial schooling. In 2022 we enjoyed a moment of significant achievement, as the International Finance Corporation (IFC) committed to divesting from international commercial school chain Bridge International Academies, now known as New Globe schools. This decision marks a significant break with IFC past practice, and reinforces the importance of monitoring, awareness raising and advocacy on the part of CSOs like ourselves. Crucially, the IFC's decision is in line with findings from UNESCO's Global Education Monitoring (GEM) Report 2021/2, to which RTE contributed, which states that 'profit making is inconsistent with the commitment to guarantee free pre-primary, primary and secondary education'.



## Supporting and capacity building the sector

RTE occupies a unique role within the education, development and human rights sectors. Whilst some of our work is outward facing, much of what we do is in service of the sectors in which we work. Across the year, we helped build capacity and support work at the intersection of these three fields in multiple ways.

### ***Providing technical support and expertise on legal and policy issues***

This is a growing area of RTE's work, and is one of the primary means through which we meet our twin objectives of strengthening the sectors in which we work, and strengthening the international human rights landscape.

We took part in teaching and capacity building across a range of domains, including facilitating a training in collaboration with the University of Geneva and GI-ESCR for civil society representatives from the global south on how to conduct research for advocacy on privatisation

In addition, we delivered teaching and training on the right to education at the British University of Colombia, and Mission de droits de l'enfant.

In 2022, we provided specialist technical support to colleagues in Latin America for the development of submissions to the Committee on the Rights of the Child (CRC) regarding ECCE rights in Peru, Guatemala and Argentina.

## ***Contribution to networks***

We are an active member of a range of networks, through which we dedicate time, capacity, and knowledge to colleagues from around the world. Beyond supporting collaborative initiatives, we help shape conversations and ensure that a rights-based approach is central to the understanding and practical functioning of these spaces. Among them are:

### **Privatisation in Education and Human Rights Consortium (PEHRC)**

We play an active role in PEHRC, facilitating global calls and leading streams of work on ECCE and privatisation, and education technology. We also provide regular inputs to colleagues in the form of peer learning sessions and training on topics on which we hold particular expertise, such as the [Abidjan Principles](#). Finally, throughout the year we helped galvanise advocacy efforts, drawing on our skills and experience conducting human rights advocacy to lead and contribute to initiatives for meaningful change.

### **The Francophone Network against the commercialization of education**

We sit on the facilitation group for this international network which works , and steer its strategic direction and priorities. Among the activities we engaged in were the [Second Day of Francophone Mobilisation against the commodification of education](#), in addition to contributing to training on research capacity towards the right to education in collaboration with the University of Geneva, which has led to the publication of reports and the renewal of the training for a subsequent year.

### **ESCR-NET**

We continued to support ESCR-Net in 2022, forming part of the steering committee of the monitoring [working group](#) which seeks to promote and implement a human-rights based approach to data that can address imbalances in power, improve accountability and centre policymaking on people's lived experiences and perspectives - rather than serving the interests of powerful actors. In the spring, ESCR-Net launched the [Collective position on data and for economic, social and cultural rights](#), a document in whose development we played a significant role.

## ***Working together to strengthen our collective potential***

We believe that through collaboration, more can be achieved. One of our strengths in the sector is our extensive network of contacts, our multilingual ability (our team of four speaks seven languages), our agility, and our firm belief in participatory action. We work closely with partner organisations and networks to support others' initiatives, to shape joint endeavours, and to link and inspire collaboration between partners.



### **Supporting others' advocacy efforts**

We signed the [joint letter to the G20 on education financing](#) which calls on Indonesia, in its role as G20 President, to support a commitment to 'protecting, prioritizing and increasing education financing' within the Leaders' Declaration, including ensuring financing mechanisms are fully funded.

We collaborated on the production of a joint statement on the International Finance Corporation's (IFC) divestment from [profit-driven school chain Bridge International Academies](#), calling on other global funders to follow the IFC's lead.

We collaborated on the [development and launch of a statement](#) in response to the report "Can Education be Standardized? Evidence from Kenya". This statement urges governments and other actors to recognise the limitations of this study, which some will seek to use to justify the expansion of for-profit private provision of education and scripted teaching methods.



## Endorsements and in kind support

We are regularly called upon to support partners and international organisations with our in-house expertise. We review documents and reports to ensure the legal dimensions of the right to education are faithfully represented, we endorse and contribute to the development of tools and resources, and we support partners in their initiatives through the provision of materials and information.

- In 2022, we sponsored the fourth and seventh instalments of the Save the Children and partners How to Child Rights series
- We co-sponsored an online event organised by Human Rights Watch on Transforming Education: Advancing Children's Rights for Today's World
- We provided advice regarding advocacy strategies to the CSOs involved in the Basque platform against the privatisation of education
- Over several months we took part in multi-CSO meetings in relation to the CESCR review of the UK, in which our Executive Director contributed through knowledge sharing around RTE's experience and technical expertise as regards submissions to this treaty body
- We prepared a video and presentation about the Abidjan Principles for the Zimbabwe Lawyers for Human Rights (ZLHR), which was used in dialogue with policy makers at multiple levels to raise concerns regarding the lack of land, resources and infrastructure planning for accessible public schools in Zimbabwe.



# Defending rights from the very start

One of our primary areas of focus in 2022 was ECCE. We continued to drive forward a progressive agenda, catalysing efforts among actors from diverse sectors for advocacy and collective action to strengthen international legal frameworks and promote the right of all children to have one year of free, pre-primary education.

In addition to the successes in terms of global advocacy described on page 2, a core focus of our work on ECCE is to enhance the awareness and capacity of education actors, equipping them with the knowledge and tools to monitor, advocate and drive accountability on ECCE rights. We also seek to develop a wide network of diverse, interconnected actors with elevated ECCE understanding.

To this end, we worked to increase awareness, capacity and strengthened networks in multiple ways:

Alongside our partner organisation OMEP and network PEHRC, we launched an innovative international mapping project to track tendencies on ECCE and Privatisation at national levels which will enable evidence and data-driven advocacy efforts to take place in 2023.

We participated in global fora and events, ensuring debates at multiple levels whilst contributing to consultations such as the World Policy Analysis centre's global initiative on measuring returns to lower to middle-income countries' (LMIC) investments in early childhood. We sit on the advisory group of this initiative, providing inputs from a human rights and practitioner's perspective.

We engaged new audiences with diverse aspects of ECCE, including via the launch of new multimedia resources like our series of video interviews, the first featuring World President of OMEP Mercedes Mayol Lassalle, and capitalising upon Education Day 2022 to highlight ECCE rights across multiple channels. We also enhanced ECCE understanding among different language communities, expanding our Arabic website readership on ECCE by 323%, and Spanish by 899%.



4

networks contributed to, ensuring the rights dimension of ECCE is reflected

6

documents, reports, and briefs published

12

Events participated in





# Knowledge is power: raising awareness on the right to education

We know that knowledge gives access to power, and the ability to hold states accountable for violations of the right to education. This is why we continued to place significant emphasis on raising awareness, providing tools and materials, and engaging with our key audiences across the world throughout 2022.

## ***Representing the right to education at events and fora***

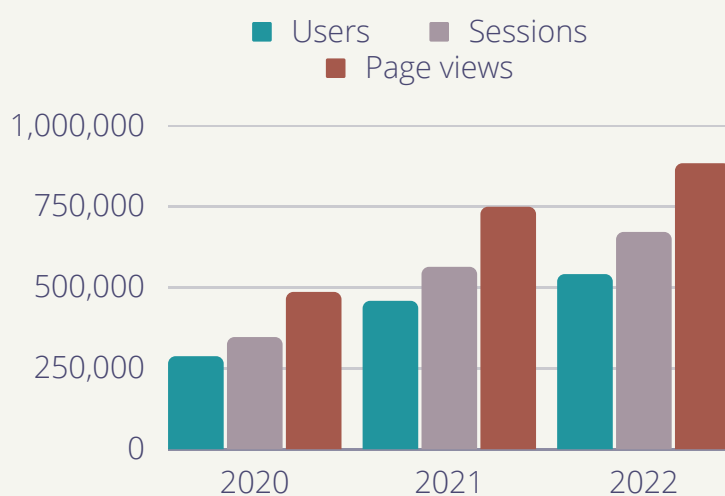
Throughout 2022 we contributed to a wide range of events, either through directly organising or participating. Event participation enables us to raise awareness while ensuring that a rights-based approach is central to discussions of education. We participated in more than 20 on and offline events in 2022, including but not limited to the following:

- [UNESCO World Higher Education Conference](#)
- [UNESCO World Conference on ECCE](#)
- [Transforming Education Pre-Summit: Public vs Private Transformative Solutions for Education](#)
- [CIES 2022](#)
- [The impact of privatisation on education: comparative perspectives](#)
- [Second day of Francophone mobilisation against the commodification of education](#)
- [Human Rights Day: UNESCO Transforming Education webinar](#)
- [Strengthening the legal framework: towards universal access to inclusive and quality ECCE](#)
- [Abidjan Principles third anniversary](#)



# How we engage with audiences across the world

In 2022, we continued to provide resources, tools and knowledge to diverse audiences worldwide. The growth in our website readership figures demonstrates the continued importance of our role, and the breadth of downloaded content reflects our utility as a resource for CSOs, IOs, academics and education actors worldwide.

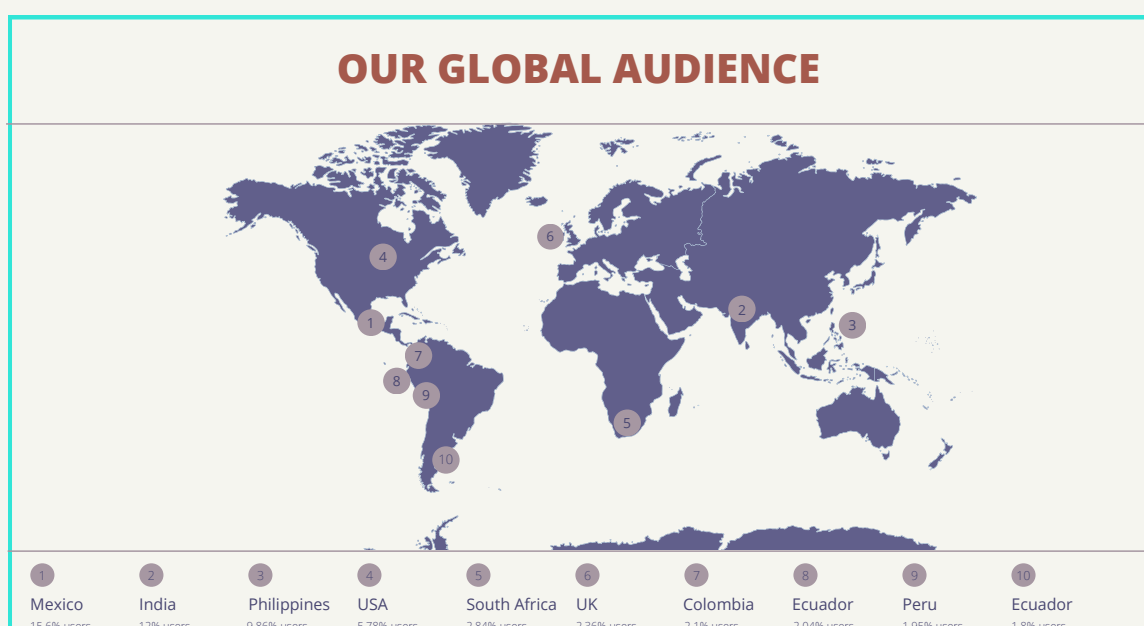
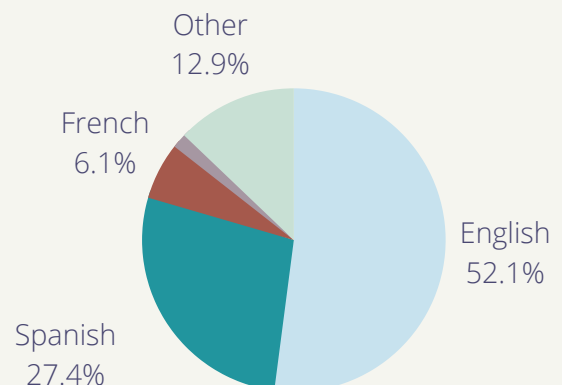


4%

increase on our Facebook followers from 2021

9%

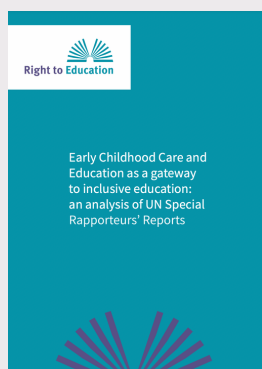
increase on our Twitter followers from 2021



## Providing tools and materials through our knowledge hub

RTE began life as a virtual library and repository for information on the right to education. We continue to honour these foundations, while seeking to provide targeted materials which fill a need and provide a tangible, practical use to the sector. This includes research and legal analysis on critical and emerging areas, in addition to tools for practical use gathering and using data.

### 2022: highlighted resources



**Early Childhood Care and Education as a gateway to inclusive education: an analysis of UN Special Rapporteurs' Reports.** This Right to Education Initiative brief explores ECCE related content from the reports of UN Special Rapporteurs on the Right to Education published between 1999 and 2021. It harnesses our legal expertise and enhanced knowledge and understanding of UN processes to provide a document which addresses thematic references, in country situations, best practices and policy recommendations.

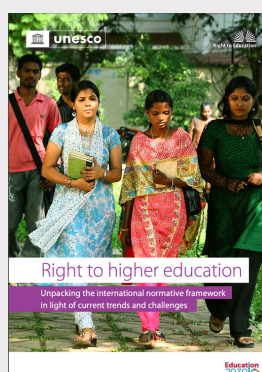
**Documenting Education Under Attack: Five key lessons for collaborations between civil society organisations and journalists.** This brief provides insight from a roundtable discussion held between journalists and CSOs in September 2021, providing five lessons for effective collaboration which bring benefits to journalists, CSOs, and affected communities.



**UNESCO Gem Report 2021-2022: non-state actors in education: who chooses? who loses?** RTE contributed a background paper to the prestigious UNESCO Gem Report, entitled 'Human rights to evaluate evidence on non-state involvement in education'.

**Higher Education in France: A right threatened by increasing inequalities?** Focusing on the impacts of inequalities based on place of residence, indirect study costs and privatisation on the implementation of the right to Higher Education in France, this document illustrates the challenges related to the realisation of the right to higher education.

Overcoming these hurdles for a country like France could, a priori, be held up as an example to others. Lastly, this report highlights France's legally binding obligations and potential infringements, especially with regard to its role in financing the Higher Education system.



**Right to Higher Education: Unpacking the international normative framework in light of current trends and challenges.** This publication, drafted in collaboration with UNESCO, guides policy-makers, civil society and the international education community, to fully enforce the right to higher education and ensure that the human-rights based approach is placed at the heart of the higher education debate.

**UN Treaty Bodies Concluding Observations on Higher Education (2016-2021)** This document compiles the concerns and recommendations of UN Treaty Bodies for the period 2016-2021.



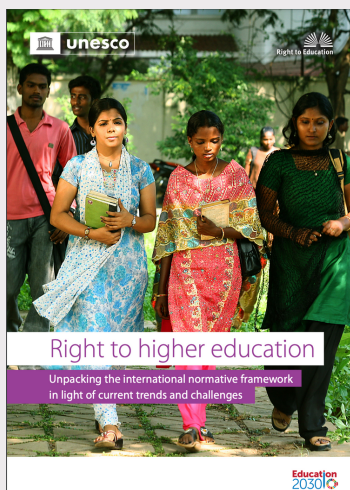
## Setting and clarifying legal standards

A core impact area for RTE is our ability to set and clarify legal standards. In 2022 we continued this important legacy, and saw significant advances across our core thematic areas.



In late 2022, the African Commission on Human and Peoples' Rights launched General Comment No. 7 on State obligations in the context of private provision of public services. This landmark comment provides the most comprehensive analysis and authoritative interpretation of existing human rights law regarding the provision of public services essential for the enjoyment of human rights, particularly economic, social and cultural rights. The Right to Education Initiative sat on the General Comment working committee and helped draft inputs to the General Comment, which references the Abidjan Principles.

A crucial achievement of the ECCE Global Advocacy Group was the co-drafting and publication of an UNESCO-led thematic document on building and strengthening the international legal framework, published shortly before WCECCE. This significant document sets the tone for debate on ECCE and legal frameworks at international level, and their application at national level.



Finally, our report on higher education drafted in collaboration with UNESCO clarifies international normative frameworks and sets clear guidance as to how the right to higher education can be implemented and enforced.

# Our supporters

## ***Financials***

Many thanks to our donors, whose generosity of support makes our work possible. We were supported in 2022 by the following organisations:



We were also supported in kind by A4ID, and law firms including Anglo American, Dechert LLP, DLA Piper UK LLP, and Morrison Foerster.

## ***Developing as an organisation***

During 2022 we embarked upon an ambitious programme of internal reflection, to ensure that our ways of working, strategic priorities and economic model are best suited to the challenges the right to education faces, and the sector within which we work.

We were enabled by one of our supporters to work with two external consultants to develop an external review, which involved an extensive investigation into our own materials, alongside interviews with our partners, colleagues and board members.

The review has enabled us to better understand our impact and added value for the sector, in addition to the evolving role we hold and must shape for ourselves into the future.

**We thank you for your continued support to make the  
right to education a reality.**

# Our people, and our acknowledgements

## Our team

Our multilingual team of four spans three nations and speaks a combined total of six languages:

- Delphine Dorsi, Executive Director
- Natalia Dzevelaia, Finance and administrative Manager
- Eleanor Rosenbach, Communications Manager
- Rajakumari Michaelsamy, ECCE Programme Manager

We were also joined in the first quarter of the year by Hoda Awwad, Programme Officer for non-state actors in education. Special thanks to consultants Susie Talbot and Juliana Lima, with whom we've worked closely this year, as well as consultants Danny Vannucchi and David Griffiths.

## Our executive board

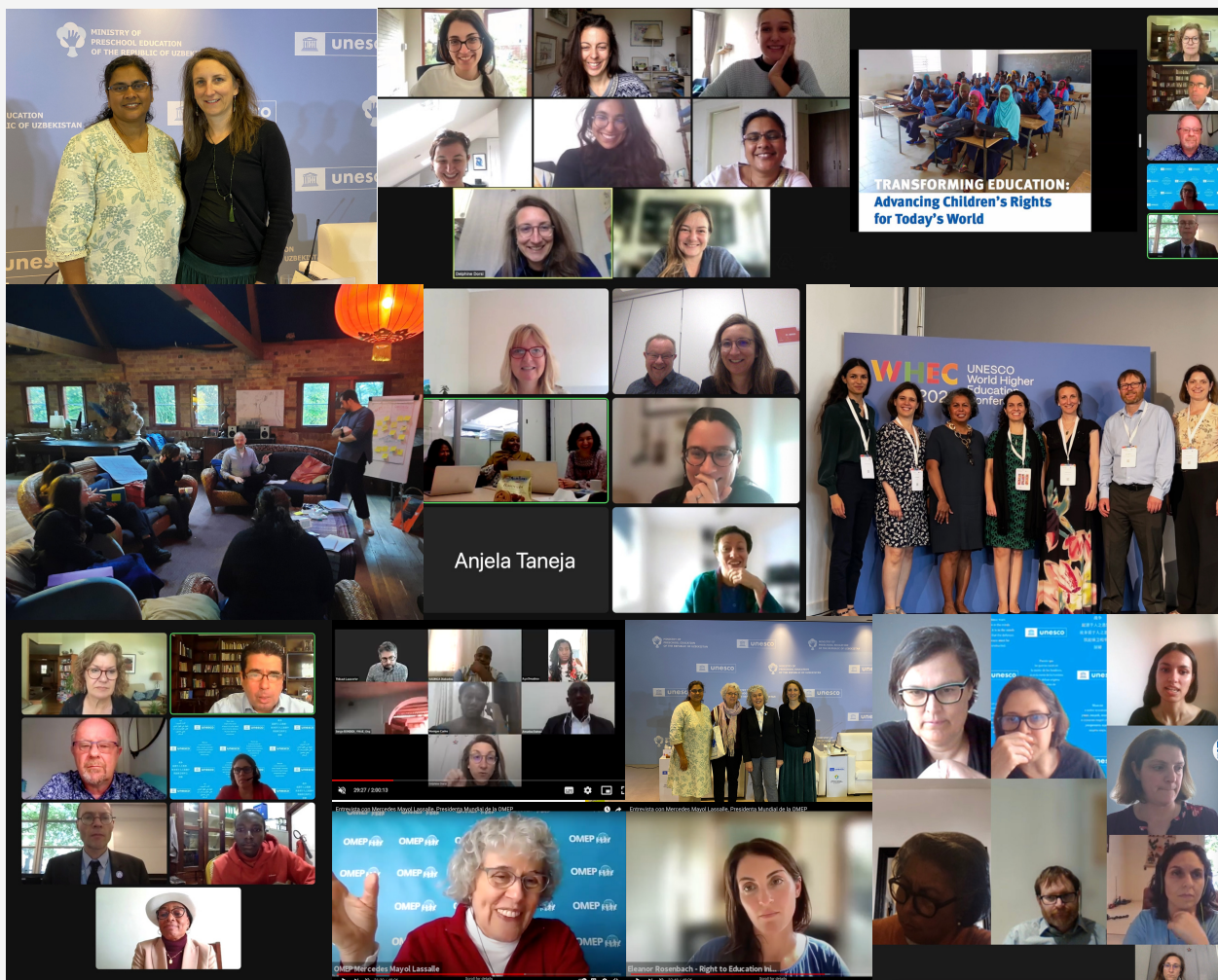
The executive board is RTE's governing body. It is presently composed of eight trustees representing a diverse range of actors from the human rights, development and education fields:

- Elin Martinez, Senior Researcher in the Children's Rights Division of Human Rights Watch (Chair of Trustees)
- David Archer, Head of Civic Participation, Tax Justice and Public Services at ActionAid
- Dina Hashem, Associate Director for Global Partnerships at Habitat for Humanity International
- Ayan Hassan, Programme Finance Manager at War Child UK
- Bharti Patel, Child Rights and Social Justice Advocate
- Nikki Skipper, Head of Fundraising at The Queen's Commonwealth Trust
- Anjela Taneja, Lead Campaigner Inequality / Lead Specialist Essential Services at Oxfam India
- Carole Coupez, Network representative - Solidarité Laïque
- Iain Byrne, Researcher/Legal Advisor, International Secretariat at Amnesty International - stepped down during the year

## Our network of advisors

One of our assets as an organisation is the network of international experts on whose knowledge, expertise and guidance we can draw upon. Our network of advisors span sectors, continents and language communities - see the full list of individuals and their biographies [here](#).





# Get in touch with us

Right to Education  
Initiative

[www.right-to-education.org](http://www.right-to-education.org)  
[info@right-to-education.org](mailto:info@right-to-education.org)



@RTEInitiative

**RIGHT TO EDUCATION INITIATIVE**

**Registered Charity No. 1173115**

**REPORT AND  
FINANCIAL STATEMENTS**

**FOR THE YEAR ENDED 31 DECEMBER 2022**

**MYRUS SMITH**  
**Chartered Accountants**

Norman House  
8 Burnell Road  
Sutton  
Surrey  
SM1 4BW



**RIGHT TO EDUCATION INITIATIVE**  
**FOR THE YEAR ENDED 31 DECEMBER 2022**

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**RIGHT TO EDUCATION INITIATIVE**  
**Registered Charity No: 1173115**

**REFERENCE AND ADMINISTRATIVE DETAILS**

**Board of Trustees:**

D. Archer  
A. Hassan (Treasurer)  
E. Martinez (Chair)  
A. Taneja  
D. Hashem  
N. Skipper  
B. Patel  
C. Coupez  
I.Saiz (appointed 30 June 2023)  
S.Namusoby (appointed 30 June 2023)

**Principal Office:**

33-39 Bowling Green Lane  
London  
EC1R 0BJ

**Bankers:**

CAF Bank Limited  
  
25 Kings Hill Avenue  
Kings Hill  
West Malling  
Kent  
ME19 4JQ

**Independent Examiner:**

K.C. Fisher BA FCA CTA  
% Myrus Smith  
Chartered Accountants  
Norman House  
8 Burnell Road  
Sutton  
Surrey  
SM1 4BW

**RIGHT TO EDUCATION INITIATIVE**  
**INDEPENDENT EXAMINER'S REPORT**  
**FOR THE YEAR ENDED 31 DECEMBER 2022**

**OBJECTIVES AND ACTIVITIES**

(Inc Public Benefit disclosure)

**Who we are**

We are a non-governmental international human rights organisation dedicated entirely to the promotion and defence of the right to education.

**Why we exist**

We exist because the right to education is not fully realised, is still violated and is under constant and evolving threat.

There is a demonstrable need within the human rights, education and development sectors for a civil society organisation to be an expert on the right to education and act as its guardian. We exist to promote and defend education as a human right at international level, and to support civil society actors to understand and use human rights law and mechanisms to advance the realisation of the right to education at national level, holding states accountable through monitoring, reporting, advocacy and litigation.

**Our vision**

Our vision is a world in which everyone can fully enjoy the right to education in all its dimensions from birth to adulthood and throughout life, regardless of their status and circumstances, and where all human rights in and through education are respected, protected and realised.

As set in our constitution, our object is to promote the right to education, as defined by international human rights law, by:

- Sharing information, tools and resources on the right to education;
- Researching into right to education issues;
- Monitor abuses of the right to education;
- Raise awareness on right to education issues;
- Providing technical advice to partner civil society organisations on right to education issues;
- International advocacy of the right to education; and
- Promoting respect for the right to education among individuals and corporation

**ACHIEVEMENTS AND PERFORMANCE**

Over the course of 2022, we saw significant impact and progress across many areas of our work, primarily in terms of our four strategic priority areas of building bridges and catalysing action; supporting and capacity building the sector; raising awareness on the right to education; and setting and clarifying legal standards. Our main thematic areas of focus this year were early childhood care and education (ECCE), non-state actors in education, and higher education, though we have commenced work on educational technology, and continue to work on cross-cutting monitoring.

**Strategic focus one: Building bridges and catalysing action**

One of our core strengths is our ability to convene diverse actors to catalyse action for meaningful change. Drawing on our wide network and our in-house expertise and technical knowledge, we were able to drive forward progressive agendas on a range of issues throughout the year. The following is a snapshot rather than an extensive list of our achievements.

**Successful global advocacy for strengthened legal frameworks around ECCE:** We have been laying the groundwork for increased international attention on the issue of ECCE rights, building bridges between academia, civil society organisations (CSOs), and international organisations since 2020, and contributing to political documents such as the UNESCO Global Partnership Strategy for early childhood in 2021. In October, the outgoing UN Special Rapporteur on the Right to Education published a report on ECCE, thanks in significant measure to our efforts to promote the salience of ECCE as a human rights issue. Our statement in response to this report summarises its significance as a milestone for young children's rights. In addition, along with partners including the UN Special Rapporteur on the Right to Education, UNESCO representatives, civil society organisations and academics, during the year we strengthened a Global Advocacy Group on ECCE. RTE worked to galvanise the Global Advocacy Group around advocacy efforts and possibilities emanating from the



**RIGHT TO EDUCATION INITIATIVE**  
**INDEPENDENT EXAMINER'S REPORT**  
**FOR THE YEAR ENDED 31 DECEMBER 2022**

UNESCO World Conference on ECCE (WCECCE), held in November 2022 in Tashkent, Uzbekistan. Alongside UNESCO and other CSOs we held the parallel event 'Strengthening the Legal Framework on ECCE', and side event 'Right from the start: the role of civil society actors and partnerships in advancing ECCE', successfully meeting our objective of shaping conversations around the rights and legal dimensions of ECCE, and bringing diverse international actors together to drive forward thinking. In addition, during the year we supported and participated in side events at the Human Rights Council, and the Transforming Education Summit and Pre-Summit.

**Inequalities in higher education:** Throughout the course of 2022 we worked to develop awareness and strategies for action around inequalities in higher education. We convened meetings and panel discussions on inequalities in education from a cross-national perspective, took part in UNESCO's World Higher Education Conference (WHEC), and ensured a rights framework was central to discussions in the UNESCO panel on new approaches to higher education. A further key achievement in 2022 was to co-draft a significant UNESCO policy document on the right to higher education knowledge document. This publication aims to help guide policy-makers, civil society and the international education community to fully enforce the right to higher education and ensure that the human-rights based approach is placed at the heart of the higher education debate. We also continued to work on our award winning collaboration with students from the Sciences Po law school clinic during the year, to develop advocacy capacity and strategies on the topic of inequalities in higher education.

**Strategic focus two: Supporting and capacity building the sector**

RTE occupies a unique role within the education, development and human rights sectors. Whilst some of our work is outward facing, much of what we do is in service of the sectors in which we work. Across the year, we helped build capacity and support work at the intersection of these three fields in multiple ways.

**Contributing to networks:** We contributed to three international networks: the Privatisation in Education and Human Rights Consortium (PEHRC), the Francophone Network on the Privatisation of Education, and ESCR-Net. We contributed to these networks with our time, capacity, in kind support and collaborative working, ensuring that a rights-based approach is central to the functioning of these spaces.

**Providing technical support and expertise on legal and policy issues:** This is a growing area of RTE's work, and one of the primary means through which we meet our twin objectives of strengthening the sectors in which we work, and strengthening the international human rights landscape. We provided specialist technical expertise to partners developing submissions for UN treaty bodies, and conducted training and capacity building in conjunction with CSOs and universities.

**Supporting others' advocacy efforts, and shaping collective initiatives:** we signed three joint letters and statements, lending out voice to collective advocacy efforts including a joint letter to the G20 on education financing; a joint statement on the International Finance Corporation's (IFC) divestment from profit-driven school chain Bridge International Academies; the development and launch of a statement in response to the report "Can Education be Standardized? Evidence from Kenya".

**Endorsements and in-kind support:** We are regularly called upon to support partners and international organisations with our in-house expertise. We review documents and reports to ensure the legal dimensions of the right to education are faithfully represented, we endorse and contribute to the development of tools and resources, and we support partners in their initiatives through the provision of materials and information. We sponsored, endorsed and contributed to a range of initiatives including multi-CSO meetings in relation to the UK's review to the CESCR, the fourth and seventh instalments of the Save the Children and partners How to Child Rights series, and an online event organised by Human Rights Watch on Transforming Education: Advancing Children's Rights for Today's World.



**RIGHT TO EDUCATION INITIATIVE**  
**INDEPENDENT EXAMINER'S REPORT**  
**FOR THE YEAR ENDED 31 DECEMBER 2022**

**Strategic focus three: raising awareness on the right to education**

We know that knowledge gives access to power, and the ability to hold states accountable for violations of the right to education. This is why we continued to place significant emphasis on raising awareness, providing tools and materials, and engaging with our key audiences across the world throughout 2022.

Throughout 2022 we contributed to a wide range of events, either through directly organising or participating. Event participation enables us to raise awareness while ensuring that a rights-based approach is central to discussions of education. We participated in more than 20 on and offline events this year, including two UNESCO world conferences on ECCE and Higher Education, the Comparative and International Education Society conference, and a UNESCO panel for Human Rights Day.

**Providing tools and materials through our knowledge hub:** RTE began life as a virtual library and repository for information on the right to education. We continue to honour these foundations, while seeking to provide targeted materials which fill a need and provide a tangible, practical use to the sector. This includes research and legal analysis on critical and emerging areas, in addition to tools for practical use gathering and using data. Some 2022 resources included:

- UNESCO GEM Report 2021-2022: non-state actors in education: who chooses? who loses?. RTE contributed a background paper to the prestigious UNESCO GEM Report, entitled 'Human rights to evaluate evidence on non-state involvement in education'.
- Early Childhood Care and Education as a gateway to inclusive education: an analysis of UN Special Rapporteurs' Reports: This Right to Education Initiative brief explores ECCE related content from the reports of UN Special Rapporteurs on the Right to Education published between 1999 and 2021. It harnesses our legal expertise and enhanced knowledge and understanding of UN processes to provide a document which addresses thematic references, in country situations, best practices and policy recommendations.
- Documenting Education Under Attack: Five key lessons for collaborations between civil society organisations and journalists: This brief provides insight from a roundtable discussion held between journalists and CSOs in September 2021, providing five lessons for effective collaboration which bring benefits to journalists, CSOs, and affected communities.
- Higher Education in France: A right threatened by increasing inequalities?: Focusing on the impacts of inequalities based on place of residence, indirect study costs and privatisation on the implementation of the right to higher education in France, this document illustrates the challenges related to the realisation of the right to higher education. Overcoming these hurdles for a country like France could, a priori, be held up as an example to others. Lastly, this report highlights France's legally binding obligations and potential infringements, especially with regard to its role in financing the higher education system.
- Right to Higher Education: Unpacking the international normative framework in light of current trends and challenges: This publication, drafted in collaboration with UNESCO, guides policy-makers, civil society and the international education community, to fully enforce the right to higher education and ensure that the human-rights based approach is placed at the heart of the higher education debate.
- UN Treaty Bodies Concluding Observations on Higher Education (2016-2021): This document compiles the concerns and recommendations of UN Treaty Bodies for the period 2016-2021 as regards the right to higher education.

**Strategic focus four: Setting and clarifying legal standards**

A core impact area for RTE is our ability to set and clarify legal standards. In 2022 we continued this important legacy, and saw significant advances across our core thematic areas.

- In late 2022, the African Commission on Human and Peoples' Rights launched General Comment No. 7 on State obligations in the context of private provision of public services. This landmark comment provides the most comprehensive analysis and authoritative interpretation of existing human rights law regarding the provision of public services essential for the enjoyment of human rights, particularly economic, social and cultural rights. The Right to Education Initiative sat on the General Comment working committee and helped draft inputs to the General Comment, which references the Abidjan Principles.



**RIGHT TO EDUCATION INITIATIVE**  
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- A crucial achievement of the ECCE Global Advocacy Group, which we established and facilitate, was the co-drafting and publication of an UNESCO-led thematic document on building and strengthening the international legal framework, published shortly before UNESCO World Conference on ECCE. This significant document sets the tone for debate on ECCE and legal frameworks at international level, and their application at national level.
- Finally, our report on higher education drafted in collaboration with UNESCO clarifies international normative frameworks and sets clear guidance as to how the right to higher education can be implemented and enforced.

**Highlight: Defending rights from the very start**

One of our primary areas of focus in 2022 was early childhood care and education (ECCE). We continued to drive forward a progressive agenda, catalysing efforts among actors from diverse sectors for advocacy and collective action to strengthen international legal frameworks and promote the right of all children to have one year of free, pre-primary education.

In addition to the successes in terms of global advocacy described previously, a core focus of our work on ECCE is to enhance the awareness and capacity of education actors, equipping them with the knowledge and tools to monitor, advocate and drive accountability on ECCE rights. We also seek to develop a wide network of diverse, interconnected actors with elevated ECCE understanding.

To this end, we worked to increase awareness, capacity and strengthened networks in multiple ways. Alongside our partner organisation OMEP and network PEHRC, we launched an innovative international mapping project to track tendencies on ECCE and Privatisation at national levels which will enable evidence and data-driven advocacy efforts to take place in 2023.

We engaged new audiences with diverse aspects of ECCE, including via the launch of new multimedia resources like our series of video interviews, the first featuring World President of OMEP Mercedes Mayol Lassalle, and capitalising upon Education Day 2022 to highlight ECCE rights across multiple channels. We also enhanced ECCE understanding among different language communities, expanding our Arabic website readership on ECCE by 323%, and Spanish by 899%.

We participated in global fora and events, ensuring debates at multiple levels whilst contributing to consultations such as the World Policy Analysis centre's global initiative on measuring returns to lower to middle-income countries' (LMIC) investments in early childhood. We sit on the advisory group of this initiative, providing inputs from a human rights and practitioner's perspective.

**ECCE in numbers:**

- Participated in 12 events
- Published 6 documents, reports and briefs
- Contributed to 4 networks, ensuring the rights dimension of ECCE is reflected

**Highlight: Promoting and defending the right to free quality public education against the commercialisation of education**

We continued to support the implementation of the Abidjan Principles in a variety of national contexts, offering training and capacity building on their use, and supporting national partners. A significant part of our remit with regards the Abidjan Principles is promoting knowledge and awareness about the text among different audiences. Consequently, we supported the development and launch of the Abidjan Principles in Spanish and Portuguese, in addition to supporting and overseeing the development of the Arabic version. We also held a joint celebration for the Abidjan Principles third anniversary, bringing together activists, civil society organisations, academics and UNESCO representatives to discuss profit making in education. Committed to integrating the Abidjan Principles into policy discussions at multiple levels, we co-wrote a chapter on Integrating the Abidjan Principles on the Right to Education into the Constitution: Keys for the Chilean Process, which was published in Social Rights and the Constitutional Moment - Learning from Chile and International Experiences. While the draft constitution was rejected in a referendum held in September 2022, this process served to highlight the value of the Principles to new actors, in addition to raising awareness and shaping the debate on the normative dimensions of the right to education.

Additionally, for several years, RTE has contributed to collective advocacy efforts to encourage international finance organisations to cease funding for commercial schooling. In 2022 we enjoyed a

**RIGHT TO EDUCATION INITIATIVE**  
**INDEPENDENT EXAMINER'S REPORT**  
**FOR THE YEAR ENDED 31 DECEMBER 2022**

moment of significant achievement, as the International Finance Corporation (IFC) committed to divesting from international commercial school chain Bridge International Academies, now known as New Globe schools. This decision marks a significant break with IFC past practice, and reinforces the importance of monitoring, awareness raising and advocacy on the part of CSOs like ourselves. Crucially, the IFC's decision is in line with findings from UNESCO's Global Education Monitoring (GEM) Report 2021/2, to which RTE contributed, which states that 'profit making is inconsistent with the commitment to guarantee free pre-primary, primary and secondary education'.

## **FINANCIAL REVIEW**

### **Results for the Financial Year Ended 31 December 2022**

Total Income for the year 2022 amounted to £324,859, which was more than twice higher than prior year 2021 income and resulted in £121,179 surplus, which is mostly due to our main funder OSF closing educational sector grants and giving final 'General Purpose' grant to RTE. Our main donors in 2022 were Open Society Foundation (OSF) and Wellspring and we have also received funding from UNESCO.

Charities assets are held primarily in cash on deposit which on 31 December 2022 amounted to £303,666, £77,666 of this balance represents funding received in advance towards the next financial year and which has been treated as deferred income.

Principle risks and uncertainties faced by RTE is withdrawal of funding and impact it would have on the charity. Our main aim for 2023 is to fundraise and find new donors to broaden our funding base.

### **Reserves Policy**

RTE aims to maintain reserves at least equivalent to three months essential operational expenditures. Reserves are established by either

- saving the money RTE received for services or
- Saving some remaining money from grant - which is not always possible.

The trustees estimate the amount of reserves for each year budget and review it on a quarterly basis at their executive board meeting.

### **Risk Management**

RTE trustees established a number of policies and procedures to minimise the risk charity can be exposed to. RTE has also developed detailed Risk Register which includes risk management -and is discussed and updated at each board meeting.

### **PLANS FOR FUTURE PERIODS**

Based on external review made in 2022, RTE developed a new strategy in 2022 for the period 2023-26. This strategy will be accompanied by a financial sustainability strategy to be developed in 2023. RTE's priority is to diversify its sources of funding while seeking a balance between core funding and project-funding for specific initiatives / priorities. We are seeking core funding support for the delivery of the strategy as a whole and specific funding for the priority threads of work outlined in this strategy document. Potential new donors have been identified to be approached.

Aside from pursuing traditional donors and projects, RTE will explore new ways of raising funds for instance through individual donations, crowdfunding, lottery, selling of products or services.

## **STRUCTURE, GOVERNANCE AND MANAGEMENT**

Right to Education Initiative is a Charitable Incorporated Organisation (CIO) registered in England and Wales on 19 May 2017 with the charity number 1173115. RTE is governed by its constitution.



**RIGHT TO EDUCATION INITIATIVE**  
**INDEPENDENT EXAMINER'S REPORT**  
**FOR THE YEAR ENDED 31 DECEMBER 2022**

**Recruitment and appointment of Members of the Council**

There were no new trustee appointments in 2022. David Archer stepped down as a chair and Elin Martinez was appointed as a new chair on 13<sup>th</sup> May 2022 Board Meeting.

**Organisational Structure**

RTE has a Board of 8 trustees who meet quarterly and are responsible for the strategic direction and policy of the charity. At present all 8 members (listed on page 1) are from a variety of professional background relevant to the work of the charity.

The scheme of delegation is in place and day to day responsibility for the management of RTE's work rests with Executive Director. Director oversees all parts of RTE work including finances and admin as well as Policy and Communication management. The director reports directly to board members when needs arise.

**Staff**

No additional staff members recruited in 2022.

**TRUSTEES RESPONSIBILITIES STATEMENT**

The Trustees are responsible for preparing the Trustees' report and the financial statements in accordance with applicable law and United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice).

The law applicable to charities in England & Wales requires the Trustees to prepare financial statements for each financial year which give a true and fair view of the state of affairs of the charity and of the incoming resources and application of resources of the charity for that period. In preparing these financial statements, the Trustees are required to:

- select suitable accounting policies and then apply them consistently;
- observe the methods and principles in the Charities SORP;
- make judgments and accounting estimates that are reasonable and prudent;
- state whether applicable UK Accounting Standards have been followed, subject to any material departures disclosed and explained in the financial statements;
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charity will continue in operation.

The Trustees are responsible for keeping proper accounting records that are sufficient to show and explain the charity's transactions and disclose with reasonable accuracy at any time the financial position of the charity and enable them to ensure that the financial statements comply with the Charities Act 2011, the Charity (Accounts and Reports) Regulations 2008 and the provisions of the trust deed. They are also responsible for safeguarding the assets of the charity and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

The Trustees are responsible for the maintenance and integrity of the charity and financial information included on the charity's website. Legislation in the United Kingdom governing the preparation and dissemination of financial statements may differ from legislation in other jurisdictions.

**Approved by the Board of Trustees on 31<sup>st</sup> July 2023 and signed on its behalf by**

**Ayan Hassan**  
**Treasurer**





**RIGHT TO EDUCATION INITIATIVE**  
**INDEPENDENT EXAMINER'S REPORT**  
**FOR THE YEAR ENDED 31 DECEMBER 2022**

I report to the charity trustees on my examination of the accounts of the charity for the year ended 31 December 2022 which are set out on pages 9 to 15.

**Responsibilities and basis of report**

As the charity's trustees you are responsible for the preparation of the accounts in accordance with the requirements of the Charities Act 2011 ('the Act').

I report in respect of my examination of the charity's accounts carried out under section 145 of the Act and in carrying out my examination I have followed all the applicable Directions given by the Charity Commission under section 145(5)(b) of the Act.

**INDEPENDENT EXAMINER'S STATEMENT**

Since the charity's gross income exceeded £250,000 your examiner must be a member of a body listed in section 145 of the Act. I confirm that I am qualified to undertake the examination because I am a member of the Institute of Chartered Accountants in England and Wales, which is one of the listed bodies.

I have completed my examination. I confirm that no material matters have come to my attention in connection with the examination giving me cause to believe that in any material respect:

1. accounting records were not kept in respect of the charity as required by section 130 of the Act; or
2. the accounts do not accord with those records; or
3. the accounts do not comply with the applicable requirements concerning the form and content of accounts set out in the Charities (Accounts and Reports) Regulations 2008 other than any requirement that the accounts give a 'true and fair view' which is not a matter considered as part of an independent examination.

I have no concerns and have come across no other matters in connection with the examination to which attention should be drawn in this report in order to enable a proper understanding of the accounts to be reached.



Kevin Fisher BA FCA CTA  
% Myrus Smith, Chartered Accountants  
Norman House,  
8 Burnell Road,  
Sutton, Surrey.  
SM1 4BW

25<sup>th</sup> August 2023

**RIGHT TO EDUCATION INITIATIVE**  
**STATEMENT OF FINANCIAL ACTIVITIES**  
(Incorporating Income and Expenditure Account)  
**FOR THE YEAR ENDED 31 DECEMBER 2022**

	Notes	Unrestricted Funds £	Total Funds 2022 £	Total Funds 2021 £
<b>Income from:</b>				
Charitable activities	2	324,281	324,281	149,138
Investments	3	251	251	–
Other income		327	327	–
		<u>324,859</u>	<u>324,859</u>	<u>149,138</u>
<b>Expenditure on:</b>				
Charitable Activities	4	203,680	203,680	191,073
		<u>203,680</u>	<u>203,680</u>	<u>191,073</u>
<b>Net income/(expenditure)</b>	7	<u>121,179</u>	<u>121,179</u>	<u>(41,935)</u>
<b>Net movement in funds</b>		121,179	121,179	(41,935)
<b>Reconciliation of funds</b>				
Balance brought forward		<u>97,629</u>	<u>97,629</u>	<u>139,564</u>
<b>Balance carried forward</b>		<u><u>£218,808</u></u>	<u><u>£218,808</u></u>	<u><u>£97,629</u></u>

All income and expenditure is derived from continuing activities.

The Statement of Financial Activities includes all gains and losses recognised during the year.

The Notes form part of these Financial Statements.

# RIGHT TO EDUCATION INITIATIVE

## BALANCE SHEET

AS AT 31 DECEMBER 2022

	Notes	2022	2021
		£	£
<b>Current Assets</b>			
Debtors	8	318	740
Cash at bank and in hand		303,666	154,006
		<u>303,984</u>	<u>154,746</u>
<b>Creditors: amounts falling due within one year</b>	9	<u>85,176</u>	<u>57,117</u>
<b>NET ASSETS</b>	10	<u>218,808</u>	<u>£97,629</u>
<b>Represented by:</b>			
<b>FUNDS</b>			
Unrestricted	10	218,808	97,629
		<u>£218,808</u>	<u>£97,629</u>

Approved by the Trustees on **31<sup>st</sup> July 2023** and signed on their behalf by:

Treasurer  
Ayan Hassan



The Notes form part of these Financial Statements.

## RIGHT TO EDUCATION INITIATIVE

### NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2022

#### 1. ACCOUNTING POLICIES

##### a) Basis of preparation

The charity constitutes a public benefit entity as defined by FRS 102. The financial statements have been prepared in accordance with Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) issued in October 2019, the Financial Reporting Standard applicable in the United Kingdom and Republic of Ireland (FRS 102), the Charities Act 2011 and UK Generally Accepted Accounting Practice.

The financial statements are prepared on a going concern basis under the historical cost convention. The financial statements are presented in sterling which is the functional currency of the charity.

The significant accounting policies applied in the preparation of these financial statements are set out below. These policies have been consistently applied to all years presented unless otherwise stated.

##### b) Income recognition

Income is included in the Statement of Financial Activities when the charity is entitled to the income after any performance conditions have been met, the amount can be measured reliably and it is probable that the income will be received.

Grant income is recognised in accordance with agreed budgets and specified timeframes. Amounts received but which relate to future reporting periods are accounted for as deferred income. In the case of multi-year grants, the aggregate amount of future instalments not yet received or accrued and which are subject to satisfactory performance is disclosed as a contingent asset.

##### c) Expenditure recognition

Expenditure is accounted for on an accruals basis and has been classified under headings that aggregate all costs related to the category. Expenditure is recognised where there is a legal or constructive obligation to make payments to third parties, it is probable that the settlement will be required and the amount of the obligation can be measured reliably.

Expenditure is included under the heading 'Charitable activities' which includes all costs directly associated with meeting the charity's objectives and also those costs necessary to support such activities.

Irrecoverable VAT is charged as a cost against the associated expense heading.

##### d) Debtors and creditors

Debtors and creditors with no stated interest rate and which are receivable or payable within one year are recorded at transaction price. Any losses arising from impairment are recognised in expenditure

##### e) Funds

Unrestricted funds are available for use at the discretion of the trustees in furtherance of the general objectives of the charity and which have not been designated for other purposes. Designated funds comprise unrestricted funds that have been set aside by the trustees for particular purpose. Restricted funds are funds which are to be used in accordance with specific restrictions imposed by donors or which have been raised by the charity for particular purposes.



## RIGHT TO EDUCATION INITIATIVE

### NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2022

/cont

#### 1. ACCOUNTING POLICIES/contd...

##### f) Pensions

The charity operates a defined contribution pension scheme open to employees with an Employer's Contribution fixed at 5.5% of gross salary. Employees can voluntarily contribute to the scheme at a level decided by them. Employees wishing to opt-out may do so. The board of trustees has agreed to allow staff members to operate an alternative pension scheme to be agreed with the management at a Council meeting. Contributions payable to the scheme are charged as an expense in the period to which they relate.

##### g) Operating Leases

Operating lease payments are charged to the Statement of Financial Activities on a straight line basis over the period of the lease.

##### h) Foreign Currencies

Transactions in foreign currencies are recorded at the rate of exchange ruling at the date of the transaction. In the case of multi-year grants received in instalments, exchange gains and losses are calculated by reference to the exchange rate prevailing at the time the grant was awarded. Monetary assets and liabilities denominated in foreign currencies are translated at the rate ruling at the balance sheet date. All exchange gains and losses are recognised in the Statement of Financial Activities.

#### 2. INCOME FROM CHARITABLE ACTIVITIES

	Unrestricted Funds £	Total 2022 £	Total 2021
<b>Grants and Contracts</b>			
UNESCO	7,640	7,640	50
Wellspring (2021 via CRIN)	66,245	66,245	70,581
Open Society Foundations	250,396	250,396	78,507
	<u>£324,281</u>	<u>£324,281</u>	<u>£149,138</u>

In May 2017, Child Right International Network (CRIN) and Right to Education Initiative (RTE) signed an MOU (extended in July 2020) where CRIN agreed to support RTE through three incubation phases of fiscal sponsorship, then fiscal agency, and then full independence (the "incubation period"). This incubation period came to its conclusion on 1st of July of 2021. However, following agreement between CRIN, RTE and RTE's current donors, RTE became administratively, financially and fiscally independent from CRIN on 31st of July of 2020 and CRIN released accumulated funds in full to RTE, which had been kept on a separate CRIN/RTE account.

#### 3. INVESTMENT INCOME

	£	£	£
Bank interest	<u>251</u>	<u>251</u>	<u>-</u>

# RIGHT TO EDUCATION INITIATIVE

## NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2022

/cont

### 4. EXPENDITURE ON CHARITABLE ACTIVITIES

	Unrestricted Funds £	Total 2022 £	Total 2021
<b>Direct Costs</b>			
Salaries, fees and related costs	198,753	198,753	176,217
Foreign exchange gains	(16,392)	(16,392)	2,233
Payroll costs	-	-	507
Travel and subsistence	13,927	13,927	206
	<u>£196,288</u>	<u>£196,288</u>	<u>£179,163</u>
<b>Support Costs</b>			
Office and administration costs	581	581	507
Website, computer and IT costs	981	981	608
Governance (see note 5)	1,800	1,800	1,650
Insurance	1,104	1,104	196
Subscriptions	2,824	2,824	5,696
Advertising, printing & design	102	102	3,253
	<u>£7,392</u>	<u>£7,392</u>	<u>£11,910</u>
	<u>£203,680</u>	<u>£203,680</u>	<u>£191,073</u>

All expenditure relates to the unrestricted funds.

### 5. GOVERNANCE COSTS

	2022 £	2021 £
Independent examination	<u>£1,800</u>	<u>£1,650</u>

### 6. STAFF COSTS

	2022 £	2021 £
Wages and salaries	94,817	81,173
Social security	16,277	19,052
Pension costs (defined contribution schemes)	6,562	6,609
	<u>£117,656</u>	<u>£106,834</u>

The average number of employees in the year was 3 (2021: 3). The average number based on full time equivalents was 3 (2021: 2).

1 employee (2021: 1) received total employee benefits (excluding employer pension costs) in excess of £60,000.

The Trustees were not remunerated during the year. No trustees were reimbursed any expenses during the year.

# RIGHT TO EDUCATION INITIATIVE

## NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2022

/cont

### 6. STAFF COSTS /cont

The total amount of employee benefits received by key management personnel was £68,402 (2021: £65,018). Under FRS102, employee benefits include gross salaries, employer's National Insurance contributions and employer's pension contributions.

### 7. NET INCOME

	2022	2021
Net income is stated after charging/(crediting):		
Independent examination	<u>£1,800</u>	<u>£1,650</u>

### 8. DEBTORS

	2022 £	2021 £
Prepayments	<u>318</u>	<u>740</u>
	<u>£318</u>	<u>£740</u>

### 9. CREDITORS: Amounts falling due within one year

	2022 £	2021 £
Accruals	6,235	4,574
Deferred income	77,666	50,146
Other creditors	<u>1,275</u>	<u>2,397</u>
	<u>£85,176</u>	<u>£57,117</u>

	Balance at 1 January 2022 £	Additions in the year £	Released to income £	Balance at 31 December 2022 £
<b>Analysis of deferred income</b>				
Open Society Institute	-	148,290	98,860	49,430
Wellspring	<u>50,146</u>	<u>42,355</u>	<u>64,265</u>	<u>28,236</u>
	<u>£50,146</u>	<u>£190,645</u>	<u>£163,125</u>	<u>£77,666</u>

Deferred income relates to grant income received in advance of the next financial year.

## RIGHT TO EDUCATION INITIATIVE

### NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2022

/cont

#### 10. ANALYSIS OF NET ASSETS BETWEEN FUNDS

	Unrestricted Funds £	Total 2022 £	Total 2021
Fixed assets	-	-	-
Current assets	303,984	303,984	154,746
Current liabilities	(85,176)	(85,176)	(57,117)
As at 31 December 2022	<u>£218,808</u>	<u>£218,808</u>	<u>£97,629</u>

#### 11. RELATED PARTY TRANSACTIONS

There were no related party transactions in 2022 (2021: Nil)

#### 12. TAXATION

The charity is exempt from taxation on income and gains to the extent that these are applied to its charitable objects.

#### 13. LIABILITY OF MEMBERS

The charity is constituted as a charitable incorporated organisation. In the event of the charity being wound up, members have no liability to contribute to its assets and no personal responsibility for settling its debts and liabilities.



**RIGHT TO EDUCATION INITIATIVE**

**Registered Charity No. 1173115**

**REPORT AND  
FINANCIAL STATEMENTS**

**FOR THE YEAR ENDED 31 DECEMBER 2022**

**MYRUS SMITH**  
**Chartered Accountants**

Norman House  
8 Burnell Road  
Sutton  
Surrey  
SM1 4BW

**RIGHT TO EDUCATION INITIATIVE**  
**FOR THE YEAR ENDED 31 DECEMBER 2022**

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**RIGHT TO EDUCATION INITIATIVE**  
**Registered Charity No: 1173115**

**REFERENCE AND ADMINISTRATIVE DETAILS**

**Board of Trustees:**

D. Archer  
A. Hassan (Treasurer)  
E. Martinez (Chair)  
A. Taneja  
D. Hashem  
N. Skipper  
B. Patel  
C. Coupez  
I.Saiz (appointed 30 June 2023)  
S.Namusoby (appointed 30 June 2023)

**Principal Office:**

33-39 Bowling Green Lane  
London  
EC1R 0BJ

**Bankers:**

CAF Bank Limited  
  
25 Kings Hill Avenue  
Kings Hill  
West Malling  
Kent  
ME19 4JQ

**Independent Examiner:**

K.C. Fisher BA FCA CTA  
% Myrus Smith  
Chartered Accountants  
Norman House  
8 Burnell Road  
Sutton  
Surrey  
SM1 4BW

**RIGHT TO EDUCATION INITIATIVE**  
**INDEPENDENT EXAMINER'S REPORT**  
**FOR THE YEAR ENDED 31 DECEMBER 2022**

**OBJECTIVES AND ACTIVITIES**

(Inc Public Benefit disclosure)

**Who we are**

We are a non-governmental international human rights organisation dedicated entirely to the promotion and defence of the right to education.

**Why we exist**

We exist because the right to education is not fully realised, is still violated and is under constant and evolving threat.

There is a demonstrable need within the human rights, education and development sectors for a civil society organisation to be an expert on the right to education and act as its guardian. We exist to promote and defend education as a human right at international level, and to support civil society actors to understand and use human rights law and mechanisms to advance the realisation of the right to education at national level, holding states accountable through monitoring, reporting, advocacy and litigation.

**Our vision**

Our vision is a world in which everyone can fully enjoy the right to education in all its dimensions from birth to adulthood and throughout life, regardless of their status and circumstances, and where all human rights in and through education are respected, protected and realised.

As set in our constitution, our object is to promote the right to education, as defined by international human rights law, by:

- Sharing information, tools and resources on the right to education;
- Researching into right to education issues;
- Monitor abuses of the right to education;
- Raise awareness on right to education issues;
- Providing technical advice to partner civil society organisations on right to education issues;
- International advocacy of the right to education; and
- Promoting respect for the right to education among individuals and corporation

**ACHIEVEMENTS AND PERFORMANCE**

Over the course of 2022, we saw significant impact and progress across many areas of our work, primarily in terms of our four strategic priority areas of building bridges and catalysing action; supporting and capacity building the sector; raising awareness on the right to education; and setting and clarifying legal standards. Our main thematic areas of focus this year were early childhood care and education (ECCE), non-state actors in education, and higher education, though we have commenced work on educational technology, and continue to work on cross-cutting monitoring.

**Strategic focus one: Building bridges and catalysing action**

One of our core strengths is our ability to convene diverse actors to catalyse action for meaningful change. Drawing on our wide network and our in-house expertise and technical knowledge, we were able to drive forward progressive agendas on a range of issues throughout the year. The following is a snapshot rather than an extensive list of our achievements.

**Successful global advocacy for strengthened legal frameworks around ECCE:** We have been laying the groundwork for increased international attention on the issue of ECCE rights, building bridges between academia, civil society organisations (CSOs), and international organisations since 2020, and contributing to political documents such as the UNESCO Global Partnership Strategy for early childhood in 2021. In October, the outgoing UN Special Rapporteur on the Right to Education published a report on ECCE, thanks in significant measure to our efforts to promote the salience of ECCE as a human rights issue. Our statement in response to this report summarises its significance as a milestone for young children's rights. In addition, along with partners including the UN Special Rapporteur on the Right to Education, UNESCO representatives, civil society organisations and academics, during the year we strengthened a Global Advocacy Group on ECCE. RTE worked to galvanise the Global Advocacy Group around advocacy efforts and possibilities emanating from the



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UNESCO World Conference on ECCE (WCECCE), held in November 2022 in Tashkent, Uzbekistan. Alongside UNESCO and other CSOs we held the parallel event 'Strengthening the Legal Framework on ECCE', and side event 'Right from the start: the role of civil society actors and partnerships in advancing ECCE', successfully meeting our objective of shaping conversations around the rights and legal dimensions of ECCE, and bringing diverse international actors together to drive forward thinking. In addition, during the year we supported and participated in side events at the Human Rights Council, and the Transforming Education Summit and Pre-Summit.

**Inequalities in higher education:** Throughout the course of 2022 we worked to develop awareness and strategies for action around inequalities in higher education. We convened meetings and panel discussions on inequalities in education from a cross-national perspective, took part in UNESCO's World Higher Education Conference (WHEC), and ensured a rights framework was central to discussions in the UNESCO panel on new approaches to higher education. A further key achievement in 2022 was to co-draft a significant UNESCO policy document on the right to higher education knowledge document. This publication aims to help guide policy-makers, civil society and the international education community to fully enforce the right to higher education and ensure that the human-rights based approach is placed at the heart of the higher education debate. We also continued to work on our award winning collaboration with students from the Sciences Po law school clinic during the year, to develop advocacy capacity and strategies on the topic of inequalities in higher education.

**Strategic focus two: Supporting and capacity building the sector**

RTE occupies a unique role within the education, development and human rights sectors. Whilst some of our work is outward facing, much of what we do is in service of the sectors in which we work. Across the year, we helped build capacity and support work at the intersection of these three fields in multiple ways.

**Contributing to networks:** We contributed to three international networks: the Privatisation in Education and Human Rights Consortium (PEHRC), the Francophone Network on the Privatisation of Education, and ESCR-Net. We contributed to these networks with our time, capacity, in kind support and collaborative working, ensuring that a rights-based approach is central to the functioning of these spaces.

**Providing technical support and expertise on legal and policy issues:** This is a growing area of RTE's work, and one of the primary means through which we meet our twin objectives of strengthening the sectors in which we work, and strengthening the international human rights landscape. We provided specialist technical expertise to partners developing submissions for UN treaty bodies, and conducted training and capacity building in conjunction with CSOs and universities.

**Supporting others' advocacy efforts, and shaping collective initiatives:** we signed three joint letters and statements, lending out voice to collective advocacy efforts including a joint letter to the G20 on education financing; a joint statement on the International Finance Corporation's (IFC) divestment from profit-driven school chain Bridge International Academies; the development and launch of a statement in response to the report "Can Education be Standardized? Evidence from Kenya".

**Endorsements and in-kind support:** We are regularly called upon to support partners and international organisations with our in-house expertise. We review documents and reports to ensure the legal dimensions of the right to education are faithfully represented, we endorse and contribute to the development of tools and resources, and we support partners in their initiatives through the provision of materials and information. We sponsored, endorsed and contributed to a range of initiatives including multi-CSO meetings in relation to the UK's review to the CESCR, the fourth and seventh instalments of the Save the Children and partners How to Child Rights series, and an online event organised by Human Rights Watch on Transforming Education: Advancing Children's Rights for Today's World.



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**Strategic focus three: raising awareness on the right to education**

We know that knowledge gives access to power, and the ability to hold states accountable for violations of the right to education. This is why we continued to place significant emphasis on raising awareness, providing tools and materials, and engaging with our key audiences across the world throughout 2022.

Throughout 2022 we contributed to a wide range of events, either through directly organising or participating. Event participation enables us to raise awareness while ensuring that a rights-based approach is central to discussions of education. We participated in more than 20 on and offline events this year, including two UNESCO world conferences on ECCE and Higher Education, the Comparative and International Education Society conference, and a UNESCO panel for Human Rights Day.

**Providing tools and materials through our knowledge hub:** RTE began life as a virtual library and repository for information on the right to education. We continue to honour these foundations, while seeking to provide targeted materials which fill a need and provide a tangible, practical use to the sector. This includes research and legal analysis on critical and emerging areas, in addition to tools for practical use gathering and using data. Some 2022 resources included:

- UNESCO GEM Report 2021-2022: non-state actors in education: who chooses? who loses?. RTE contributed a background paper to the prestigious UNESCO GEM Report, entitled 'Human rights to evaluate evidence on non-state involvement in education'.
- Early Childhood Care and Education as a gateway to inclusive education: an analysis of UN Special Rapporteurs' Reports: This Right to Education Initiative brief explores ECCE related content from the reports of UN Special Rapporteurs on the Right to Education published between 1999 and 2021. It harnesses our legal expertise and enhanced knowledge and understanding of UN processes to provide a document which addresses thematic references, in country situations, best practices and policy recommendations.
- Documenting Education Under Attack: Five key lessons for collaborations between civil society organisations and journalists: This brief provides insight from a roundtable discussion held between journalists and CSOs in September 2021, providing five lessons for effective collaboration which bring benefits to journalists, CSOs, and affected communities.
- Higher Education in France: A right threatened by increasing inequalities?: Focusing on the impacts of inequalities based on place of residence, indirect study costs and privatisation on the implementation of the right to higher education in France, this document illustrates the challenges related to the realisation of the right to higher education. Overcoming these hurdles for a country like France could, a priori, be held up as an example to others. Lastly, this report highlights France's legally binding obligations and potential infringements, especially with regard to its role in financing the higher education system.
- Right to Higher Education: Unpacking the international normative framework in light of current trends and challenges: This publication, drafted in collaboration with UNESCO, guides policy-makers, civil society and the international education community, to fully enforce the right to higher education and ensure that the human-rights based approach is placed at the heart of the higher education debate.
- UN Treaty Bodies Concluding Observations on Higher Education (2016-2021): This document compiles the concerns and recommendations of UN Treaty Bodies for the period 2016-2021 as regards the right to higher education.

**Strategic focus four: Setting and clarifying legal standards**

A core impact area for RTE is our ability to set and clarify legal standards. In 2022 we continued this important legacy, and saw significant advances across our core thematic areas.

- In late 2022, the African Commission on Human and Peoples' Rights launched General Comment No. 7 on State obligations in the context of private provision of public services. This landmark comment provides the most comprehensive analysis and authoritative interpretation of existing human rights law regarding the provision of public services essential for the enjoyment of human rights, particularly economic, social and cultural rights. The Right to Education Initiative sat on the General Comment working committee and helped draft inputs to the General Comment, which references the Abidjan Principles.



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- A crucial achievement of the ECCE Global Advocacy Group, which we established and facilitate, was the co-drafting and publication of an UNESCO-led thematic document on building and strengthening the international legal framework, published shortly before UNESCO World Conference on ECCE. This significant document sets the tone for debate on ECCE and legal frameworks at international level, and their application at national level.
- Finally, our report on higher education drafted in collaboration with UNESCO clarifies international normative frameworks and sets clear guidance as to how the right to higher education can be implemented and enforced.

**Highlight: Defending rights from the very start**

One of our primary areas of focus in 2022 was early childhood care and education (ECCE). We continued to drive forward a progressive agenda, catalysing efforts among actors from diverse sectors for advocacy and collective action to strengthen international legal frameworks and promote the right of all children to have one year of free, pre-primary education.

In addition to the successes in terms of global advocacy described previously, a core focus of our work on ECCE is to enhance the awareness and capacity of education actors, equipping them with the knowledge and tools to monitor, advocate and drive accountability on ECCE rights. We also seek to develop a wide network of diverse, interconnected actors with elevated ECCE understanding.

To this end, we worked to increase awareness, capacity and strengthened networks in multiple ways. Alongside our partner organisation OMEP and network PEHRC, we launched an innovative international mapping project to track tendencies on ECCE and Privatisation at national levels which will enable evidence and data-driven advocacy efforts to take place in 2023.

We engaged new audiences with diverse aspects of ECCE, including via the launch of new multimedia resources like our series of video interviews, the first featuring World President of OMEP Mercedes Mayol Lassalle, and capitalising upon Education Day 2022 to highlight ECCE rights across multiple channels. We also enhanced ECCE understanding among different language communities, expanding our Arabic website readership on ECCE by 323%, and Spanish by 899%.

We participated in global fora and events, ensuring debates at multiple levels whilst contributing to consultations such as the World Policy Analysis centre's global initiative on measuring returns to lower to middle-income countries' (LMIC) investments in early childhood. We sit on the advisory group of this initiative, providing inputs from a human rights and practitioner's perspective.

**ECCE in numbers:**

- Participated in 12 events
- Published 6 documents, reports and briefs
- Contributed to 4 networks, ensuring the rights dimension of ECCE is reflected

**Highlight: Promoting and defending the right to free quality public education against the commercialisation of education**

We continued to support the implementation of the Abidjan Principles in a variety of national contexts, offering training and capacity building on their use, and supporting national partners. A significant part of our remit with regards the Abidjan Principles is promoting knowledge and awareness about the text among different audiences. Consequently, we supported the development and launch of the Abidjan Principles in Spanish and Portuguese, in addition to supporting and overseeing the development of the Arabic version. We also held a joint celebration for the Abidjan Principles third anniversary, bringing together activists, civil society organisations, academics and UNESCO representatives to discuss profit making in education. Committed to integrating the Abidjan Principles into policy discussions at multiple levels, we co-wrote a chapter on Integrating the Abidjan Principles on the Right to Education into the Constitution: Keys for the Chilean Process, which was published in Social Rights and the Constitutional Moment - Learning from Chile and International Experiences. While the draft constitution was rejected in a referendum held in September 2022, this process served to highlight the value of the Principles to new actors, in addition to raising awareness and shaping the debate on the normative dimensions of the right to education.

Additionally, for several years, RTE has contributed to collective advocacy efforts to encourage international finance organisations to cease funding for commercial schooling. In 2022 we enjoyed a

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**FOR THE YEAR ENDED 31 DECEMBER 2022**

moment of significant achievement, as the International Finance Corporation (IFC) committed to divesting from international commercial school chain Bridge International Academies, now known as New Globe schools. This decision marks a significant break with IFC past practice, and reinforces the importance of monitoring, awareness raising and advocacy on the part of CSOs like ourselves. Crucially, the IFC's decision is in line with findings from UNESCO's Global Education Monitoring (GEM) Report 2021/2, to which RTE contributed, which states that 'profit making is inconsistent with the commitment to guarantee free pre-primary, primary and secondary education'.

## **FINANCIAL REVIEW**

### **Results for the Financial Year Ended 31 December 2022**

Total Income for the year 2022 amounted to £324,859, which was more than twice higher than prior year 2021 income and resulted in £121,179 surplus, which is mostly due to our main funder OSF closing educational sector grants and giving final 'General Purpose' grant to RTE. Our main donors in 2022 were Open Society Foundation (OSF) and Wellspring and we have also received funding from UNESCO.

Charities assets are held primarily in cash on deposit which on 31 December 2022 amounted to £303,666, £77,666 of this balance represents funding received in advance towards the next financial year and which has been treated as deferred income.

Principle risks and uncertainties faced by RTE is withdrawal of funding and impact it would have on the charity. Our main aim for 2023 is to fundraise and find new donors to broaden our funding base.

### **Reserves Policy**

RTE aims to maintain reserves at least equivalent to three months essential operational expenditures. Reserves are established by either

- saving the money RTE received for services or
- Saving some remaining money from grant - which is not always possible.

The trustees estimate the amount of reserves for each year budget and review it on a quarterly basis at their executive board meeting.

### **Risk Management**

RTE trustees established a number of policies and procedures to minimise the risk charity can be exposed to. RTE has also developed detailed Risk Register which includes risk management -and is discussed and updated at each board meeting.

### **PLANS FOR FUTURE PERIODS**

Based on external review made in 2022, RTE developed a new strategy in 2022 for the period 2023-26. This strategy will be accompanied by a financial sustainability strategy to be developed in 2023. RTE's priority is to diversify its sources of funding while seeking a balance between core funding and project-funding for specific initiatives / priorities. We are seeking core funding support for the delivery of the strategy as a whole and specific funding for the priority threads of work outlined in this strategy document. Potential new donors have been identified to be approached.

Aside from pursuing traditional donors and projects, RTE will explore new ways of raising funds for instance through individual donations, crowdfunding, lottery, selling of products or services.

## **STRUCTURE, GOVERNANCE AND MANAGEMENT**

Right to Education Initiative is a Charitable Incorporated Organisation (CIO) registered in England and Wales on 19 May 2017 with the charity number 1173115. RTE is governed by its constitution.



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**FOR THE YEAR ENDED 31 DECEMBER 2022**

**Recruitment and appointment of Members of the Council**

There were no new trustee appointments in 2022. David Archer stepped down as a chair and Elin Martinez was appointed as a new chair on 13<sup>th</sup> May 2022 Board Meeting.

**Organisational Structure**

RTE has a Board of 8 trustees who meet quarterly and are responsible for the strategic direction and policy of the charity. At present all 8 members (listed on page 1) are from a variety of professional background relevant to the work of the charity.

The scheme of delegation is in place and day to day responsibility for the management of RTE's work rests with Executive Director. Director oversees all parts of RTE work including finances and admin as well as Policy and Communication management. The director reports directly to board members when needs arise.

**Staff**

No additional staff members recruited in 2022.

**TRUSTEES RESPONSIBILITIES STATEMENT**

The Trustees are responsible for preparing the Trustees' report and the financial statements in accordance with applicable law and United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice).

The law applicable to charities in England & Wales requires the Trustees to prepare financial statements for each financial year which give a true and fair view of the state of affairs of the charity and of the incoming resources and application of resources of the charity for that period. In preparing these financial statements, the Trustees are required to:

- select suitable accounting policies and then apply them consistently;
- observe the methods and principles in the Charities SORP;
- make judgments and accounting estimates that are reasonable and prudent;
- state whether applicable UK Accounting Standards have been followed, subject to any material departures disclosed and explained in the financial statements;
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charity will continue in operation.

The Trustees are responsible for keeping proper accounting records that are sufficient to show and explain the charity's transactions and disclose with reasonable accuracy at any time the financial position of the charity and enable them to ensure that the financial statements comply with the Charities Act 2011, the Charity (Accounts and Reports) Regulations 2008 and the provisions of the trust deed. They are also responsible for safeguarding the assets of the charity and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

The Trustees are responsible for the maintenance and integrity of the charity and financial information included on the charity's website. Legislation in the United Kingdom governing the preparation and dissemination of financial statements may differ from legislation in other jurisdictions.

**Approved by the Board of Trustees on 31<sup>st</sup> July 2023 and signed on its behalf by**

**Ayan Hassan**  
**Treasurer**



**RIGHT TO EDUCATION INITIATIVE**  
**INDEPENDENT EXAMINER'S REPORT**  
**FOR THE YEAR ENDED 31 DECEMBER 2022**

I report to the charity trustees on my examination of the accounts of the charity for the year ended 31 December 2022 which are set out on pages 9 to 15.

**Responsibilities and basis of report**

As the charity's trustees you are responsible for the preparation of the accounts in accordance with the requirements of the Charities Act 2011 ('the Act').

I report in respect of my examination of the charity's accounts carried out under section 145 of the Act and in carrying out my examination I have followed all the applicable Directions given by the Charity Commission under section 145(5)(b) of the Act.

**INDEPENDENT EXAMINER'S STATEMENT**

Since the charity's gross income exceeded £250,000 your examiner must be a member of a body listed in section 145 of the Act. I confirm that I am qualified to undertake the examination because I am a member of the Institute of Chartered Accountants in England and Wales, which is one of the listed bodies.

I have completed my examination. I confirm that no material matters have come to my attention in connection with the examination giving me cause to believe that in any material respect:

1. accounting records were not kept in respect of the charity as required by section 130 of the Act; or
2. the accounts do not accord with those records; or
3. the accounts do not comply with the applicable requirements concerning the form and content of accounts set out in the Charities (Accounts and Reports) Regulations 2008 other than any requirement that the accounts give a 'true and fair view' which is not a matter considered as part of an independent examination.

I have no concerns and have come across no other matters in connection with the examination to which attention should be drawn in this report in order to enable a proper understanding of the accounts to be reached.



Kevin Fisher BA FCA CTA  
% Myrus Smith, Chartered Accountants  
Norman House,  
8 Burnell Road,  
Sutton, Surrey.  
SM1 4BW

25<sup>th</sup> August 2023

**RIGHT TO EDUCATION INITIATIVE**  
**STATEMENT OF FINANCIAL ACTIVITIES**  
(Incorporating Income and Expenditure Account)  
**FOR THE YEAR ENDED 31 DECEMBER 2022**

	Notes	Unrestricted Funds £	Total Funds 2022 £	Total Funds 2021 £
<b>Income from:</b>				
Charitable activities	2	324,281	324,281	149,138
Investments	3	251	251	–
Other income		327	327	–
		<u>324,859</u>	<u>324,859</u>	<u>149,138</u>
<b>Expenditure on:</b>				
Charitable Activities	4	203,680	203,680	191,073
		<u>203,680</u>	<u>203,680</u>	<u>191,073</u>
<b>Net income/(expenditure)</b>	7	<u>121,179</u>	<u>121,179</u>	<u>(41,935)</u>
<b>Net movement in funds</b>		121,179	121,179	(41,935)
<b>Reconciliation of funds</b>				
Balance brought forward		<u>97,629</u>	<u>97,629</u>	<u>139,564</u>
<b>Balance carried forward</b>		<u><u>£218,808</u></u>	<u><u>£218,808</u></u>	<u><u>£97,629</u></u>

All income and expenditure is derived from continuing activities.

The Statement of Financial Activities includes all gains and losses recognised during the year.

The Notes form part of these Financial Statements.

# RIGHT TO EDUCATION INITIATIVE

## BALANCE SHEET

AS AT 31 DECEMBER 2022

	Notes	2022	2021
		£	£
<b>Current Assets</b>			
Debtors	8	318	740
Cash at bank and in hand		303,666	154,006
		<u>303,984</u>	<u>154,746</u>
<b>Creditors: amounts falling due within one year</b>	9	<u>85,176</u>	<u>57,117</u>
<b>NET ASSETS</b>	10	<u>218,808</u>	<u>£97,629</u>
<b>Represented by:</b>			
<b>FUNDS</b>			
Unrestricted	10	218,808	97,629
		<u>£218,808</u>	<u>£97,629</u>

Approved by the Trustees on **31<sup>st</sup> July 2023** and signed on their behalf by:

Treasurer  
Ayan Hassan



The Notes form part of these Financial Statements.



## RIGHT TO EDUCATION INITIATIVE

### NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2022

#### 1. ACCOUNTING POLICIES

##### a) Basis of preparation

The charity constitutes a public benefit entity as defined by FRS 102. The financial statements have been prepared in accordance with Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) issued in October 2019, the Financial Reporting Standard applicable in the United Kingdom and Republic of Ireland (FRS 102), the Charities Act 2011 and UK Generally Accepted Accounting Practice.

The financial statements are prepared on a going concern basis under the historical cost convention. The financial statements are presented in sterling which is the functional currency of the charity.

The significant accounting policies applied in the preparation of these financial statements are set out below. These policies have been consistently applied to all years presented unless otherwise stated.

##### b) Income recognition

Income is included in the Statement of Financial Activities when the charity is entitled to the income after any performance conditions have been met, the amount can be measured reliably and it is probable that the income will be received.

Grant income is recognised in accordance with agreed budgets and specified timeframes. Amounts received but which relate to future reporting periods are accounted for as deferred income. In the case of multi-year grants, the aggregate amount of future instalments not yet received or accrued and which are subject to satisfactory performance is disclosed as a contingent asset.

##### c) Expenditure recognition

Expenditure is accounted for on an accruals basis and has been classified under headings that aggregate all costs related to the category. Expenditure is recognised where there is a legal or constructive obligation to make payments to third parties, it is probable that the settlement will be required and the amount of the obligation can be measured reliably.

Expenditure is included under the heading 'Charitable activities' which includes all costs directly associated with meeting the charity's objectives and also those costs necessary to support such activities.

Irrecoverable VAT is charged as a cost against the associated expense heading.

##### d) Debtors and creditors

Debtors and creditors with no stated interest rate and which are receivable or payable within one year are recorded at transaction price. Any losses arising from impairment are recognised in expenditure

##### e) Funds

Unrestricted funds are available for use at the discretion of the trustees in furtherance of the general objectives of the charity and which have not been designated for other purposes. Designated funds comprise unrestricted funds that have been set aside by the trustees for particular purpose. Restricted funds are funds which are to be used in accordance with specific restrictions imposed by donors or which have been raised by the charity for particular purposes.

## RIGHT TO EDUCATION INITIATIVE

### NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2022

/cont

#### 1. ACCOUNTING POLICIES/contd...

##### f) Pensions

The charity operates a defined contribution pension scheme open to employees with an Employer's Contribution fixed at 5.5% of gross salary. Employees can voluntarily contribute to the scheme at a level decided by them. Employees wishing to opt-out may do so. The board of trustees has agreed to allow staff members to operate an alternative pension scheme to be agreed with the management at a Council meeting. Contributions payable to the scheme are charged as an expense in the period to which they relate.

##### g) Operating Leases

Operating lease payments are charged to the Statement of Financial Activities on a straight line basis over the period of the lease.

##### h) Foreign Currencies

Transactions in foreign currencies are recorded at the rate of exchange ruling at the date of the transaction. In the case of multi-year grants received in instalments, exchange gains and losses are calculated by reference to the exchange rate prevailing at the time the grant was awarded. Monetary assets and liabilities denominated in foreign currencies are translated at the rate ruling at the balance sheet date. All exchange gains and losses are recognised in the Statement of Financial Activities.

#### 2. INCOME FROM CHARITABLE ACTIVITIES

	Unrestricted Funds £	Total 2022 £	Total 2021
<b>Grants and Contracts</b>			
UNESCO	7,640	7,640	50
Wellspring (2021 via CRIN)	66,245	66,245	70,581
Open Society Foundations	250,396	250,396	78,507
	<u>£324,281</u>	<u>£324,281</u>	<u>£149,138</u>

In May 2017, Child Right International Network (CRIN) and Right to Education Initiative (RTE) signed an MOU (extended in July 2020) where CRIN agreed to support RTE through three incubation phases of fiscal sponsorship, then fiscal agency, and then full independence (the "incubation period"). This incubation period came to its conclusion on 1st of July of 2021. However, following agreement between CRIN, RTE and RTE's current donors, RTE became administratively, financially and fiscally independent from CRIN on 31st of July of 2020 and CRIN released accumulated funds in full to RTE, which had been kept on a separate CRIN/RTE account.

#### 3. INVESTMENT INCOME

	£	£	£
Bank interest	<u>251</u>	<u>251</u>	<u>-</u>

# RIGHT TO EDUCATION INITIATIVE

## NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2022

/cont

### 4. EXPENDITURE ON CHARITABLE ACTIVITIES

	Unrestricted Funds £	Total 2022 £	Total 2021
<b>Direct Costs</b>			
Salaries, fees and related costs	198,753	198,753	176,217
Foreign exchange gains	(16,392)	(16,392)	2,233
Payroll costs	-	-	507
Travel and subsistence	13,927	13,927	206
	<u>£196,288</u>	<u>£196,288</u>	<u>£179,163</u>
<b>Support Costs</b>			
Office and administration costs	581	581	507
Website, computer and IT costs	981	981	608
Governance (see note 5)	1,800	1,800	1,650
Insurance	1,104	1,104	196
Subscriptions	2,824	2,824	5,696
Advertising, printing & design	102	102	3,253
	<u>£7,392</u>	<u>£7,392</u>	<u>£11,910</u>
	<u>£203,680</u>	<u>£203,680</u>	<u>£191,073</u>

All expenditure relates to the unrestricted funds.

### 5. GOVERNANCE COSTS

	2022 £	2021 £
Independent examination	<u>£1,800</u>	<u>£1,650</u>

### 6. STAFF COSTS

	2022 £	2021 £
Wages and salaries	94,817	81,173
Social security	16,277	19,052
Pension costs (defined contribution schemes)	6,562	6,609
	<u>£117,656</u>	<u>£106,834</u>

The average number of employees in the year was 3 (2021: 3). The average number based on full time equivalents was 3 (2021: 2).

1 employee (2021: 1) received total employee benefits (excluding employer pension costs) in excess of £60,000.

The Trustees were not remunerated during the year. No trustees were reimbursed any expenses during the year.

# RIGHT TO EDUCATION INITIATIVE

## NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2022

/cont

### 6. STAFF COSTS /cont

The total amount of employee benefits received by key management personnel was £68,402 (2021: £65,018). Under FRS102, employee benefits include gross salaries, employer's National Insurance contributions and employer's pension contributions.

### 7. NET INCOME

	2022	2021
Net income is stated after charging/(crediting):		
Independent examination	<u>£1,800</u>	<u>£1,650</u>

### 8. DEBTORS

	2022 £	2021 £
Prepayments	<u>318</u>	<u>740</u>
	<u>£318</u>	<u>£740</u>

### 9. CREDITORS: Amounts falling due within one year

	2022 £	2021 £
Accruals	6,235	4,574
Deferred income	77,666	50,146
Other creditors	<u>1,275</u>	<u>2,397</u>
	<u>£85,176</u>	<u>£57,117</u>

	Balance at 1 January 2022 £	Additions in the year £	Released to income £	Balance at 31 December 2022 £
<b>Analysis of deferred income</b>				
Open Society Institute	-	148,290	98,860	49,430
Wellspring	<u>50,146</u>	<u>42,355</u>	<u>64,265</u>	<u>28,236</u>
	<u>£50,146</u>	<u>£190,645</u>	<u>£163,125</u>	<u>£77,666</u>

Deferred income relates to grant income received in advance of the next financial year.



## RIGHT TO EDUCATION INITIATIVE

### NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2022

/cont

#### 10. ANALYSIS OF NET ASSETS BETWEEN FUNDS

	Unrestricted Funds £	Total 2022 £	Total 2021
Fixed assets	-	-	-
Current assets	303,984	303,984	154,746
Current liabilities	(85,176)	(85,176)	(57,117)
As at 31 December 2022	<u>£218,808</u>	<u>£218,808</u>	<u>£97,629</u>

#### 11. RELATED PARTY TRANSACTIONS

There were no related party transactions in 2022 (2021: Nil)

#### 12. TAXATION

The charity is exempt from taxation on income and gains to the extent that these are applied to its charitable objects.

#### 13. LIABILITY OF MEMBERS

The charity is constituted as a charitable incorporated organisation. In the event of the charity being wound up, members have no liability to contribute to its assets and no personal responsibility for settling its debts and liabilities.